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ABSTRACT

A home intervention program for 18 learning disabled and educable mentally retarded elementary school children and their families included biweekly home visits during which parents were shown specific learning activities or games. Analysis of pre and post tests on the Peabody Individual Achievement Test (PIAT), the Wechsler Intelligence Scale for Children, Revised (WISC-R) and the Self Appraisal Inventory indicated that students who had participated in the program for 9 months had higher mean scores in the areas of Picture Arrangement, Object Assembly, and Performance IQ and in General Information and total score on the PIAT. Parents indicated an increase in children's positive attitudes towards school and family. Students met or exceeded the objective of gaining 4 months per academic year in all areas measured except mathematics. Sample objectives and activities corresponding to areas of the WISC-R are provided. (CL)

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A HOME INTERVENTION HANDBOOK

funded by a grant from
from

ESEA Title IV, Part C
State Department of Education
Jackson, Mississippi

and

prepared by the staff
of

Lafayette County Elementary School
Oxford, Mississippi

May, 1983

EC160407

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I. INTRODUCTION

In August, 1981, the Lafayette County School District received a grant from the State Department of Education, ESEA, Title IV-C, Division of Instruction to conduct a Home Intervention Program with families who had children with learning disabilities (LD) and with families who had children who were educationally mentally retarded (EMR). Dr. Wendy Crater, the Project Director, had established several cognitive and affective objectives for the project which ran for two academic years and the intervening summer vacation period. The specific objectives were as follows:

1. Through participation in a Home Intervention Program, selected LD and EMR students will increase academic achievement at a rate of four months per academic school year as measured by the Peabody Individual Achievement Test (PIAT).

2. Through participation in a Home Intervention Program, selected LD and EMR students will increase or sustain IQ score performance in subtest areas, chosen for remediation, which show severe discrepancies from the mean IQ score as measured by the Wechsler Intelligence Test for Children, Revised (WISC-R).

3. Students participating in a Home Intervention Program will increase positively their feelings about school, family, peers and self as measured by the Self Appraisal Inventory (SAI).

4. Parents of children participating in a Home Intervention Program will increase positively their inferred feelings of their child's feelings about school, family and peers as measured by the SAI.

5. Through participation in a Home Intervention Program, selected LD and EMR students will sustain academic achievement through the summer vacation and the second academic year as measured by the PIAT.

6. Through participation in a Home Intervention Program, selected LD and EMR students will increase academic achievement at a rate of five months for the second academic year of the project as measured by the PIAT.

As described in greater detail in the next section, parents of the targeted students were visited bi-weekly during the first academic year, taught how to use games and learning activities specifically developed for their child, and encouraged to work with their child in a teacher-student relationship. The Project teacher also worked with the children at school on a weekly basis.

During the summer vacation and the second academic year, parents were given the option of having the home visits or coming to school to receive the educational materials. Approximately half of the parents chose to receive the home visit, the other half chose to come to the school.

II. PROCEDURES

The Home Intervention Program was organized using the following methodology.

1. Letters were sent to parents of LD and EMR students explaining the proposed program and requesting permission for their child to participate. The letter was signed by Dr. Crater, the Program Director and by Ms. Joan Cleary, the Project Teacher. A copy of the letter appears in the section "Project Forms".

2. Upon receipt of the permission forms, all students whose parents wished to participate were tested using the WISC-R. Those subtest areas that were low were noted for specific emphasis by the Project Teacher.

3. Materials were purchased that alligned with the WISC-R areas. A list of these materials, along with the manufacturer, is provided in Section IV of this handbook.

4. A schedule for bi-weekly visitation with the parents was established. During the first visit, the Project Director and Teacher explained the program to the parents.

5. The PIAT and SAI were administered to the children. The parent form of the SAI was administered to the parents during the second home visit.

6. Records were kept of the visits, the parent communication and the specific materials delivered for each child. An assessment of the time spent weekly on the activities was solicited from the parents on each visit. (Forms for collecting this information are provided in the next Section.)

7. During each visit, parents were shown how to do the learning activity or game and how they were to teach their child. When the visit was after school or during the summer vacation period, the Project Teacher also included the children with the parent in the explanation of the activity.

8. The WISC-R, PIAT and SAI were administered to the students in May, 1982. The parent form of the SAI was also given in May during the last home visit.

9. All educational materials and games were labeled and coded to the subtest areas of the WISC-R. A complete listing of these materials are found in Section IV of this Handbook. Each area of the WISC-R is addressed through the use of a behavioral objective, with an activity and appropriate materials to meet the objective.

10. In May, 1983, the PIAT was administered again to ascertain whether the anticipated cognitive gain during the second academic year (1982-83) was achieved.

A. Teacher Job Description

The following set of objectives and job descriptors was used in the Home Intervention Project.

Occupational Summary

The Project Teacher will activate programs by identifying students, setting up evaluative procedures, working with parents and children, assessing results and making recommendations.

Decriptions

Evaluate the WISC-R scores of all children enrolled in Special Education LD and EMR classes, grades 1-6.

Select children who have subtest scores which indicate average or near average potential and who would respond to a cognitive training program.

Administer an individualized achievement test (PIAT) and an attitudinal instrument (SAI) to all children selected for the project in the Fall and again in the Spring.

Co-ordinate testing with an outside examiner.

Confer with the regular education and special education teachers of each child to determine needs not diagnosed from WISC-R scores.

Meet with the consultant and design an on-going program for each child to increase strengths in the WISC-R subtest areas and remediate weaknesses.

Explain the program to parents and obtain permission from them to participate in the program.

Purchase and devise materials, games and activities for use with all subtest areas of the WISC-R.

Organize and label the materials and games for home use.

Visit the parents home and teach them how to use the games and materails with the child. Set up a schedule for these visits.

Meet with the children in the school setting to demonstrate the materials and games for use at home.

Keep a documentation log of contacts with parents to include visits at home, phone calls, written communications and number of visits to the school.

Develop an evaluation device to measure parents positive feelings about school and their child.

Develop a curriculum from the educational plans of the individual children and organize into a handbook for use in other home intervention programs.

B. Project Forms

The following set of forms were used to communicate with parents and to collect data documenting the progress of the Project. Copies of the WISC-R and PIAT are not enclosed as they are commercially produced instruments. The items on the Self Appraisal Inventory (SAI) were obtained from the Instructional Objectives Exchange, Box 24095, Los Angeles, California, 90024.

LAFAYETTE COUNTY SCHOOLS

WENDY CRATER, PROGRAM DEVELOPER

P. O. BOX 110
OXFORD, MISSISSIPPI 38655

Special Services

Hearing Impaired
Deaf
Educable Mentally Retarded
Trainable
Specific Learning Disability
Language/Speech Disordered
Gifted/Talented
Emotionally Handicapped
Physically Handicapped/Homebound

W. ROY YOUNG
Superintendent

NANCY METTS
Elementary Principal

WILLIAM BIGHAM
High School Principal

JIMMY L. NELSON
Federal Coordinator

September 8, 1981

Dear _____,

Lafayette Elementary is excited about a new project that will begin this fall. It is called a Home Intervention Program and is funded by a Title IV Part C grant.

This program will involve both the child and his/her parents or guardian. A teacher will visit your home and bring educational games and activities for you to play with your child each evening. She will teach you how to use these games. The teacher will also explain the activities to the child at school so he/she will be able to work with you at home. The teacher will visit your home every two weeks, during school hours, and you may call, visit or write to the special teacher at any time. It is hoped that by this fun kind of extra help your child will have good feelings about him/herself and that his/her grades will improve.

Your child has an opportunity to be selected for this new, exciting program. Below are some questions that we would like for you to answer. Please have your child return this letter to his/her teacher.

Sincerely,

Wendy Crater
Program Director

Joan Cleary
Title IV-C Teacher

Will someone be at home, one hour every two weeks between 8 A.M. -3 P.M. (Parents Grandparents, guardian) so the teacher may call to bring and explain the games and activities? ___YES _____NO If yes, Who will be at home:_____
Telephone number:_____

I give my permission for my child to be tested for the Title IV-C Home Intervention Program. _____YES _____NO

I would like to participate in this program with my child. _____YES ____NO

_____
Signature of parent or guardian

_____
DATE

Name_____

MATERIALS SENT INTO THE HOME BY WISC-R AREA

DATE	MATERIALS	Inform.	Simi.	Arith.	Vocab.	Comp.	Digit Span	Pict. Comp.	Pict. Arrang.	Block Design	Object Assembly	Coding	Mazes

Name_____

TIME SPENT ON ACTIVITIES

DATE	TIME SPENT	PARENT'S REACTION	CHILD'S REACTION

Name_____

VISITS TO THE HOME

DATE	TRAVEL TIME	LENGTH OF VISIT	COMMENTS

TITLE IV-C PROJECT
PARENT TIME SCHEDULE

DATE _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					

Name_____

PARENTS COMMUNICATION
(OTHER THAN HOME VISITS)

DATE	PHONE	NOTE	OTHER	PURPOSE

1. School work is fairly easy for me.
2. Other children are interested in me.
3. I often get in trouble at home.
4. My teachers usually like me.
5. I should get along better with other children than I do.
6. I do my share of work at home.
7. I often feel upset in school.
8. Other children are often mean to me.
9. No one pays much attention to me at home.
10. I can get good grades if I want to.
11. Girls seem to like me.
12. My family is glad when I do things with them.
13. I often volunteer to do things in class.
14. I am lonely very often.
15. The members of my family don't usually like my ideas.
16. I am a good student.
17. I am friendly toward other people.
18. I behave badly at home.
19. My teachers make me feel I am not good enough.
20. Most people are much better liked than I am.
21. I usually get along with my family as well as I should.
22. I am slow in finishing my school work.
23. Boys seem to like me.
24. I cause trouble to my family.
25. I am not doing as well in school as I would like to.
26. I have many friends.
27. My parents don't seem to be interested in the things I do.
28. I find it hard to talk in front of the class.
29. I am among the last to be chosen for teams.
30. My family would help me in any kind of trouble.
31. I am good in my school work.
32. It is hard for me to make friends.
33. My family understands me.
34. I don't like to be called on in class.
35. Friends usually follow my ideas.
36. My family often expects too much of me.
37. My classmates think I am a poor student.
38. I wish I had more close friends.
39. I get upset easily at home.
40. I would like to drop out of school.
41. Other children think I am fun to be with.
42. I am an important person in my family.
43. I am a good reader.
44. Other children often don't like to be with me.
45. My family and I have a lot of fun together.
46. Other children think I can do things well.
47. Other children often do nice things for me.
48. I have fewer friends than other children.
49. Most of the boys and girls like me.
50. My folks think I am smart.
51. I can do things as well as other children.
52. Grown-ups think other children are better than I am.
53. Most of the children are smarter than I am.

ANSWER SHEET S.A.I.

Name_____

Date_____

Examiner_____

	YES	NO		YES	NO		YES	NO
1.	___	___	2.	___	___	3.	___	___
4.	___	___	5.	___	___	6.	___	___
7.	___	___	8.	___	___	9.	___	___
10.	___	___	11.	___	___	12.	___	___
13.	___	___	14.	___	___	15.	___	___
16.	___	___	17.	___	___	18.	___	___
19.	___	___	20.	___	___	21.	___	___
22.	___	___	23.	___	___	24.	___	___
25.	___	___	26.	___	___	27.	___	___
28.	___	___	29.	___	___	30.	___	___
31.	___	___	32.	___	___	33.	___	___
34.	___	___	35.	___	___	36.	___	___
37.	___	___	38.	___	___	39.	___	___
40.	___	___	41.	___	___	42.	___	___
43.	___	___	44.	___	___	45.	___	___

SCORE ____YES ____NO

46.	___	___	47.	___	___	48.	___	___
49.	___	___	50.	___	___	51.	___	___
52.	___	___	53.	___	___			

SCORE ____YES ____NO

TOTAL SCORE ____YES ____NO

PARENT QUESTIONNAIRE

1. Does school work seem fairly easy for your child?
2. Do other children seem interested in him?
3. Does he/she often get into trouble at home?
4. Do his teachers seem to like him?
5. Should he get along better with other children than he does?
6. Does he do his share of work at home?
7. Does he often feel upset about school?
8. Are other children often mean to him?
9. Does he get a lot of attention at home?
10. Do you think he can get good grades if he wants to?
11. Do girls seem to like him/her?
12. Does the family feel good when they do things together?
13.
14. Does he often seem lonely?
15. Do the members of his/her family like his/her ideas?
16. Is _____ a good student?
17. Is he friendly toward other people?
18. Does he/she behave badly at home?
19.
20.
21. Does he usually get along with his family as well as he should?
22.
23. Do boys seem to like him?
24. Does he cause trouble to his family?
25. Is he doing as well in school as he would like to?
26. Does he have many friends?
27. Are you interested in the things he does?
28.
29.
30. Would you help him in any kind of trouble?
31. Is he good in his school work?
32. Is it hard for him to make friends?
33. Do you think you understand him?
34.
35. Do friends usually follow his ideas?
36. Do you expect too much of him?
37.
38. Does he wish he had more close friends?
39. Does he get upset easily at home?
40. Would he like to drop out of school?
41.
42.
43. Is he a good reader?
44. Do other children like to be with him?
45. Do you and _____ have a lot of fun together?
46. My child has a regular time to study each day.
47. My child has a special place where he does his school work at home.
48. Someone at home helps my child with his homework.
49. Someone makes sure my child does his/her homework everyday.
50. The school is successfully teaching my child to read and do math.
51. The school seems to take into account my child's special needs.
52. I feel that having my child in a special education program helps him/her to do better in school.
53.

ANSWER SHEET S.A.I.

PARENT QUESTIONNAIRE

Name_____

Date_____

Examiner_____

	YES	NO		YES	NO		YES	NO
1.	___	___	2.	___	___	3.	___	___
4.	___	___	5.	___	___	6.	___	___
7.	___	___	8.	___	___	9.	___	___
10.	___	___	11.	___	___	12.	___	___
13.	___	___	14.	___	___	15.	___	___
16.	___	___	17.	___	___	18.	___	___
19.	___	___	20.	___	___	21.	___	___
22.	___	___	23.	___	___	24.	___	___
25.	___	___	26.	___	___	27.	___	___
28.	___	___	29.	___	___	30.	___	___
31.	___	___	32.	___	___	33.	___	___
34.	___	___	35.	___	___	36.	___	___
37.	___	___	38.	___	___	39.	___	___
40.	___	___	41.	___	___	42.	___	___
43.	___	___	44.	___	___	45.	___	___

SCORE ____YES ____NO

46.	___	___	47.	___	___	48.	___	___
49.	___	___	50.	___	___	51.	___	___
52.	___	___	53.	___	___			

SCORE ____YES ____NO

TOTAL SCORE ____YES ____NO

III. RESEARCH REPORT

A pre-post, experimental and control research design was developed for this Project. Eighteen families permitted their children to participate in the Home Intervention Program. Of those families not wishing to participate, 14 did agree to have their children tested as a control group.

The 32 children were in grades two to six. The children were divided by gender, by exceptionality and by race over the grade levels.

The data in Table I show the 1981-82 pre- and post-means and standard deviations for the WISC-R and PIAT, including all the subtest scores. The data show the means for both the experimental and control groups. The Analysis of Covariance was used to analyze the data using the pre-test score as the covariate and the post-test score as the dependent variable. Significant mean differences favoring the experimental group were found on the WISC-R variables of Picture Arrangement, Object Assembly and Performance I.Q. Similar differences favoring the experimental group were found on the PIAT in the areas of General Information and Total.

The data in Table II show the WISC-R means for males and females for all 32 Ss and the means for males and females in the experimental group. All of the variables listed in Table II showed a significant difference favoring the males between males and females. No gender differences were found on the remaining WISC-R variables or on the PIAT.

Table I

Pre- and Post-Means and Standard Deviations for the WISC-R and PIAT for the Experimental and Control Groups, 1981-1982

Variable	Pre				Post			
	Experimental		Control		Experimental		Control	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
WISC-R:								
Information	5.83	2.41	7.07	3.38	6.39	1.79	6.29	2.67
Similarities	6.11	2.44	6.43	4.22	6.39	2.95	6.07	2.34
Arithmetic	6.50	3.15	6.14	3.21	6.78	2.51	6.21	2.55
Vocabulary	5.70	2.58	5.71	3.43	4.83	2.20	4.21	2.29
Comprehension	7.67	2.16	8.14	3.11	6.72	2.56	6.71	2.23
Picture Completion	9.28	3.08	7.07	3.02	8.83	2.96	6.93	2.23
Picture Arrangement	8.11	2.78	6.64	4.18	9.50*	2.98	7.43	4.16
Block Design	6.94	3.11	6.79	3.36	6.78	3.54	5.43	3.13
Object Assembly	8.33	3.77	7.43	3.90	8.94*	3.72	6.43	3.00
Coding	7.00	2.47	7.36	4.20	7.22	2.84	6.29	3.12
Verbal I.Q.	77.44	12.73	79.64	17.38	76.94	11.01	74.71	12.43
Performance I.Q.	85.67	12.90	80.36	19.64	88.00*	14.27	76.64	15.45
Full Scale I.Q.	80.39	10.93	78.21	18.80	80.94	10.34	73.93	13.94
PIAT:								
Math	35.78	12.40	30.36	13.01	38.06	15.72	34.21	11.59
Reading Recognition	25.72	5.46	27.93	11.71	27.56	4.15	29.43	10.56
Reading Comprehension	25.05	8.29	26.64	6.78	29.50	13.60	30.50	8.80
Spelling	27.00	7.10	28.50	7.78	31.22	13.00	30.21	15.46
General Information	23.33	7.96	25.07	12.63	29.33*	13.35	24.50	12.38
Total	135.66	26.72	138.50	46.67	155.67*	46.89	144.57	42.46

*p<.05 significant mean differences favoring the Experimental group
n=18 for Experimental group
n=14 for Control group

Table II

Means and Number of Subjects for Those Variables on which Significant Differences were Found Between Males and Females

Variable		Total Sample		Experimental Group	
		Males	Females	Males	Females
Information	$\bar{X}$ =	7.05	4.80	6.92	5.00
	n =	22	10	13	5
Vocabulary	$\bar{X}$ =	5.18	3.20	5.08	4.20
	n =	22	10	13	5
Comprehension	$\bar{X}$ =	7.41	5.20	7.23	5.40
	n =	22	10	13	5
Object Assembly	$\bar{X}$ =	8.77	5.80	9.77	6.80
	n =	22	10	13	5
Verbal I.Q.	$\bar{X}$ =	79.36	68.50	78.85	72.00
	n =	22	10	13	5
Full Scale I.Q.	$\bar{X}$ =	81.41	70.10	83.23	75.00
	n =	22	10	13	5

The data in Table III show the means and number of subjects by exceptionality for the total sample (n=32) and for the experimental group (n=18). As there were only three Ss in the experimental EMR category, it is difficult to draw any solid conclusions between the two groups. However, statistical differences favoring the LD group prevailed for all the variables listed in Table III. All of the variables were from the WISC-R test.

Table III

Means and Number of Subjects for Those Variables on which Significant Differences Were Found Between Groups when Investigating Exceptionality

Variable		Total Sample		Experimental Group	
		LD	EMR	LD	EMR
Information	$\bar{X}$=	7.00	4.38	6.67	5.00
	n=	24	8	15	3
Vocabulary	$\bar{X}$=	5.17	2.75	5.20	3.00
	n=	24	8	15	3
Comprehension	$\bar{X}$=	7.21	5.25	6.80	6.33
	n=	24	8	15	3
Picture Completion	$\bar{X}$=	8.83	5.50	9.53	5.33
	n=	24	8	15	3
Picture Arrangement	$\bar{X}$=	9.92	4.63	10.40	5.00
	n=	24	8	15	3
Block Design	$\bar{X}$=	7.17	3.25	7.47	3.33
	n=	24	8	15	3
Verbal I.Q.	$\bar{X}$=	78.83	67.38	77.67	73.33
	n=	24	8	15	3
Performance I.Q.	$\bar{X}$=	88.38	67.00	91.73	69.33
	n=	24	8	15	3
Full Scale I.Q.	$\bar{X}$=	82.13	65.13	83.13	70.00
	n=	24	8	15	3

Table IV contains the means and number of subjects by race for the total sample and the experimental group on those variables where significant differences were found between the two groups. The experimental group was composed of 12 white and six black children. The total sample contained 21 white and 11 black subjects.

On each of the variables the white Ss had significantly higher mean scores than did the black Ss. All variables on which significant differences were found were from the WISC-R test.

Table IV

Means and Number of Subjects for Those Variables on which Significant Differences Were Found Between Groups when Investigating Race

Variable		Total Sample		Experimental Group	
		White	Black	White	Black
Information	$\bar{X}$ =	6.90	5.27	6.92	5.33
	n =	21	11	12	6
Vocabulary	$\bar{X}$ =	5.24	3.27	5.50	3.50
	n =	21	11	12	6
Comprehension	$\bar{X}$ =	7.33	5.55	7.25	5.67
	n =	21	11	12	6
Picture Completion	$\bar{X}$ =	8.95	6.18	9.92	6.67
	n =	21	11	12	6
Picture Arrangement	$\bar{X}$ =	9.95	6.00	10.50	7.50
	n =	21	11	12	6
Block Design	$\bar{X}$ =	7.48	3.73	8.25	3.83
	n =	21	11	12	6
Performance I.Q.	$\bar{X}$ =	88.71	72.18	94.33	75.33
	n =	21	11	12	6
Full Scale I.Q.	$\bar{X}$ =	82.24	69.55	85.17	72.50
	n =	21	11	12	6

The data in Table V show the pre and post means and standard deviations for the Self-Appraisal Inventory for the experimental and control groups. No significant differences were found between the two groups on the variables of School,

Table V

Pre- and Post-Means and Standard Deviations for Experimental and Control Subjects on the Self-Appraisal Inventory

Experimental								Control							
Pre				Post				Pre				Post			
Sch	Fam	Peer	PW	Sch	Fam	Peer	PW	Sch	Fam	Peer	PW	Sch	Fam	Peer	PW
9.28	10.61	8.00	5.11	9.09	11.57	8.22	5.28	8.43	9.57	7.07	5.21	9.00	11.00	7.29	5.14
2.70	2.12	2.69	2.35	2.71	2.23	2.82	1.81	2.14	1.74	2.13	1.05	2.54	2.25	2.40	1.35

Family, Peer and Personal Worth on either the pre or post testing. A copy of the Self-Appraisal Inventory instrument was presented earlier in Section IIB.

Table VI contains pre- and post-means and standard deviations for three factors of the Self-Appraisal Inventory. The original instrument was modified so that the parents of subjects could respond to their perception of their children's attitudes toward school, family and peers before and after the Project. A copy of the modified instrument was presented earlier.

The parents' perceptions of their children's attitudes toward School and Family increased significantly ($p<.05$) during the Project. A change in the students' attitude toward other children, however, was not a significant change as perceived by the parents.

Table VI

Pre- and Post-Means and Standard Deviations on a Modified Form of the Self-Appraisal Inventory Completed by Parents of the Experimental Group

	Pre			Post		
	Sch	Fam	Peer	Sch	Fam	Peer
$\bar{X}$ =	11.06	11.00	9.72	12.67*	12.00*	10.44
Sch =	2.75	2.03	1.93	2.77	1.54	1.04

*$p<.05$ A significant gain was recorded by the parents of the experimental Ss on the factors of School and Family.

The final step in the research design was to evaluate the experimental and control Ss in the Spring, 1983 using the PIAT. One of the original objectives was that any gains made by the experimental group would be sustained and any experimental treatment effects over the control group would also continue.

As seen in Table VII, three sections of the PIAT, Mathematics, General Information and Total, all showed significant differences favoring the experimental group in the Spring, 1983. The significant differences for General Information and Total support the hypothesis that the experimental treatment effect found in 1982 was sustained during the 12 months following the intervention treatment. The significant difference in the area of Mathematics was due to the experimental group showing a slight gain and the control group decreasing slightly.

CONCLUSIONS

The data analysis supports the main objectives of the Project. A Home Intervention Program was successful in seven unique areas as measured in the research design. Students who participated in the Program for nine months had higher mean scores in the areas of Picture Arrangement, Object Assembly and Performance I.Q., as well as in the areas of General Information and Total Score on the PIAT.

Parents beliefs that their children's attitude toward School and Family had increased during the same period of time

Table VII

Mean Scores on the PIAT for Three Testing Periods

PIAT:	Fall, 1981		Spring, 1982		Spring, 1983	
	Exp	Control	Exp	Control	Exp	Control
Mathematics	35.78	30.36	38.06	34.21	38.59*	33.92
Reading Recognition	25.72	27.93	27.56	29.43	32.06	29.69
Reading Comprehension	25.05	26.64	29.50	30.50	31.53	27.62
Spelling	27.00	28.50	31.22	30.21	33.41	32.77
General Information	23.33	25.07	29.33*	24.50	31.06*	27.23
Total	135.66	138.50	155.67*	144.57	166.65*	151.23

*Indicates a significant difference favoring the experimental group.

was documented. After 12 months of a reduced visitation program, mean scores on the PIAT showed that the experimental group had sustained their advantage in the areas of General Information and Total Test Scores as well as moving ahead significantly in the area of Mathematics.

When the raw scores on the PIAT used for analysis purposes were converted to grade equivalents, the LD and EMR students met or exceeded the objective of gaining four months per academic year in all areas measured except for mathematics. The five month gain in year two was achieved only in the areas of Reading Recognition and Total Score.

IV. OBJECTIVES AND MATERIALS

This section of the handbook presents the ten areas of the WISC-R and provides an objective, an activity and the appropriate materials for meeting that objective. Also, a list of manufacturers of the materials used in the Project are presented.

A. Areas of WISC-R, Activities and Materials

Area: Arithmetic

Objective	Activity	Materials
The student will be able to solve auditorily presented arithmetic problems using mental computation.	Basic arithmetic activities involving adding, subtraction and simple multiplication.	Addition with Regrouping (TM) Wipe-Off Cards Arithmetic Lotto (Rav.) Allowance Game (MB) Ball Darts (SRC) Battleship (MB) Big-Little Pegboard Set (L) Bingo (W) Bingo-Pop-O-Matic (G) Circle of Numbers (STR) Chinese Checkers (MB) Chutes and Ladders (MB) Colorama (Rav.) Concentration (MB) Counters (L) Cross Number Puzzle (T) Dension-Grade 4 (LKP) Dominoes (WP) Electronic Battleship (MB) Eye Spy-Its (T) Flash Cards (W) Addition Division Multiplication High-Ho Cherry-O (WH) Lady Bug Dominoes (Rav.) Little Thinker Tapes (JE) Math Baseball (STR) Math Discs (T) Addition Division Multiplication Subtraction Numbers Flip Book 1-13 (T) Number and Counting (TM) K-1

Area: Arithmetic

Objective	Activity	Materials
The student will be able to solve auditorily presented arithmetic problems using mental computation.	Basic arithmetic activities involving adding, subtraction and simple multiplication.	Number Panel (L) 1-10 Picture Tri-Ominoes (P) Pail and Shapes (HPH) Pay Day (PB) Kacko (MB) Rio (Rav.) Rubber Dominoes (L) Sets and Symbols (J), (TR) Sneaky Snake (HYJ) Speak and Math (TI) Sports Scene Task Cards (WOP) Spot-a-Dot-Math (T) Addition Subtraction Stack-Ominoes (P) Subtraction with Regrouping Wipe-Off Cards (LKP) Telling Time Learned I & II Money Fix-a-Clock (L) Uno Cards (IG) O'NO 99 (IG) Little Professor (TI) Tens-a-number Game (HJW) Tri-Ominoes (P) Turn-a-Learn (CTP) Addition Division Multiplication Subtraction 10-20 Subtraction with regrouping Wipe-Off Book (T) Wipe-Off-Cards (T) Telling Time Money Levels

Area: Arithmetic

Objective	Activity	Materials
The student will be able to solve auditorily presented arithmetic problems using mental computation.	Basic arithmetic activities involving adding, subtraction and simple multiplication.	Writing Numberals to 20 Grade 1 (TM) Wipe out Multiplications Facts (CTP)

Area: Block Design

Objective	Activity	Material
The student will be able to break down abstractly a visual design and reproduce it.	Reproduction of designs and patterns.	Arithmetic Lotto (Rav.) Beads and Bubbles (L) Beads and Patterns (MB) Bidding Wage (B) Catch 21 (G) Checkers (WM) Design Blocks and Patterns (I) Differix (Rav.) Entelliblocs (O) Etch-A-Sketch (OA) Hero (G) Hi-Q (G) Kwazy Quilt (G) Living Parts/Wholes (TR) Match-a-Batch (W) Misc. Puzzles (MB), (W), (Rav.) Mosaics and Patterns (MB) Motorized Tinkertoys (G) Parquetry and Patterns (MB) Parts/Wholes (TR) Parts/Wholes Lotto (MB) Peg-a-Pattern (L) Perception Skills (TR) Position Pairs Picture Tri-Ominoes (P) Play and Learn (W) Puzzle Color and Things (PS) Slinky Towerfics (J. Ind.) Spill and Spell (PB) Superfection (LS) Symmetrix (Rav.) Tinkertoys (G) Tri-Ominoes (P) Treasure Spell (LKP) U. S. Puzzle (MB) Zoo Mix Max (Rav.)

Area: Coding

Objective	Activity	Material
The student will be able to decode symbolic material.	Copy designs. Copy symbols. Trace lines and outlines.	Aggravation Deluxe (LS) Animal Families Memory Match (MB) Beads and Patterns (MB) Catch 21 (G) Checkers (WM) Chinese Checkers (Stev. MFG.) Connect Four (MB) Crossword Wipe-Off (I) Famous People Occupation Patriotic Space Design Blocks and Patterns (I) Dominoes (West. Pub.) Etch-a-Sketch (OA) Hi-Q (G) Lacing Cards (WM) Lacing Shapes (L) Living Parts/Wholes (TR) Mark-N-Wipe (I) Merlin (PB) Mosaics and Patterns (TR) Parchesi (S&R) Parqrestry and Patterns Parts/Wholes (TR) Peg-a-Pattern (L) Picture Tri-Ominoes (P) Rubber Dominoes (L) Science Sequencing Cards (S&R) Complex Changes Simple Changes Simple Changes II Scrabble (S&R) Scrabble Crossword Dominoes (S&R) Scrabble Crossword Jr. (S&R) Scrabble Quip Qubes (S&R) Slide 5 (MB)

Area: Coding

Objective	Activity	Material
The student will be able to decode symbolic material.	Copy designs. Copy symbols. Trace lines and outlines.	Stack- Ominoes (PM) Take 5 (G) Tri-Ominoes (P) U. S. Puzzle (MB) Wipe-Off Cards (T) Word Search Word Scramble

Area: Comperhension

Objective	Activity	Materials
The student will be able to evaluate real-life situations and explain them appropriately.	Activities that simulate real life experiences. Presentation of experience concepts with the use of visual aids. Opportunities to reason out real life situations.	Aggravation Delux (LS) Alike Because Level I & II (TR) Allowance Game (MB) Animal Families Memory Match (MB) Bambino Lotto (Rav.) Bingo (W) Bingo Pop-O-Matic (MB) Candyland (MB) Careers (PB) Checkers (W) Chinese Checkers (MB) Colorama (Rav.) Connect Four (MB) Crossword Wipe-Off (I) Famous People Occupations Patriotic Space Dominoes (WPC) Educational Password (MB) Family Feud (MB) Finger Puppets (T) Animal Brigade Circus Time Once upon a time Flip Books (T) Colors Opposites Sorting Four First Games (Rav.) Game of the States (MB) Go to the Head of the Class (MB) Hi-Q (G) Intelliladoes (O) Living Parts/Wholes (TR)

Area: Comperhension

Objective	Activity	Materials
The student will be able to evaluate real-life situations and explain them appropriately.	Activities that simulate real life experiences. Presentation of experience concepts with the use of visual aids. Opportunities to reason out real life situations.	Mark-n-Wipe (I) Sequencing Pictures Match-Me (T) Opposites Monopoly (PB) Motorized Tinkertoys (G) Newberry Tapes (RH) New Zoo Revue (UGC) Nosey Neighbors (MB) Numbers-Up (MB) Orginal Memory Match (MB) Parchesi (S&R) Parts/Wholes (TR) Parts/Wholes Lotto (MB) Password (MB) Pay Day (PB) Picture Tri-Ominoes (PM) Play Scenes Lotto (MB) Presidents of the U. S. (Edu-Cards) Racko (MB) Rubber Dominoes (L) Scrabble (S&R) Scrabble Crosswords Dominoes (S&R) Scrabble Crosswords Jr. (S&R) Sequence Cards (LDA) Social Sequential Thinking Set 1-5 Sequence Cards (TR) Complex Changes Simple Changes I & II Slide 5 (G) Sorry (PB) Stack-Ominoes (PM) Sign Up (PB) Symmetrix (Rav.)

Area: Comperhension

Objectives	Activity	Materials
The student will be able to evaluate real-life situations and explain them appropriately	Activities that simulate real life experiences. Presentation of experience concepts with the use of visual aids. Opportunities to reason out real life situations.	Take 5 (G) Task Cards (WOP) Read to Reason Sports Scene Think a Bit Vocabulary Tic-Tac-Dough (I) Think of a Word (Rav.) Tinkertoys (G) Tri-Ominoes (P) Ungame (UGC) Up the Creek (HGW) Whats Happening I & II (TR) Whats Missing I & II (TR) Whats Wrong I & II (LDA) Whats Wrong Here I & II (TR) Wild Life Lotto (JWS) Wipe-Off (TM) Reading Cpmprehension, 1, 2 & 3 Rhymes Jamble Squencing K-L Word Rummy (G)

Area: Digit Span

Objective	Activity	Materials
The student will be able to repeat in correct sequence both forward and backward auditorily recieved numerial imformation.	Repeat simple numbers and letters sequences. Repeat general information in correct sequence.	Animal Familes Memory Match (MB) Concentration (MB) Finger Puppets (T) Hi-Q (G) Husher-Du (LS) Orginal Memory Match (MB) Racko (MB) Simon (MB Elec.) Speak and Spell (TI) Up the Creek (HGW) Wonderful Puzzle (RB)

Area: Information

Objective	Activity	Materials
The student will be able to remember particular facts from prior learning experiences.	Presentation and discussion of topics discussed at school in Social Studies and Science classes. Recognition and discussion of objects and experiences in the students immediate world.	Alike Because (TR) Level I & II Careers (PB) Complex Changes Crossword Wipe-Off (I) Famous People Occupations Patriotic Space Do you know (RH) Educational Password Family Feud (PM) Fast Facts (PB) Fit-a-Word (L) Game of the States (MB) Go to the Head of the Class (MB) Little Thinker Tapes (JE) Living Parts/Wholes (TR) Newberry Award Tapes (Rav.) New Zoo Revue (UGC) One to Ten Book (DP) Operation (MB) Password (MB) Parts/Wholes (TR) Pay Day (PB) Play and Learn (W) Play Scenes Lotto (MB) Presidents of the U. S. Flash Cards (Edu-CC) Reading Comprehension (TM) Grade 1, Part 1 and 2 Grade 3, Part 2 Reading to Reason Task Cards (WOP) Science Sequencing Cards Simple Changes I & II Sing a song of Season (DP)

Area: Information

Objective	Activity	Materials
The student will be able to remember particular facts from prior learning experiences.	Presentation and discussion of topics discussed at school in Social Studies and Science classes. Recognition and discussion of objects and experiences in the students immediate world.	Sports Scene Task Cards (WOP) The Book of Shapes (E), (DP) Think-a-Bit Task Cards (WOP) Tic Tac Dough (I) Topple (K) United States Puzzle (MB) What's Happening (TR) Wild Life Lotto (JWS)

Area: Object Assembly

Objective	Activity	Materials
The student will be able to assemble individual parts into a meaningful object or design.	Assembly of puzzles of shapes, objects and words.	Attribute Puzzles (MB) Beads and Baubles (L) Beads and Patterns (MB) Building Logs (B) Design Blocks and Patterns (I) Fix-a-word (L) Hexes (G) Intelliblocs (O) Kwazy Quilt (G) Lacing Cards (W) Living Parts/Wholes (TR) Mark-in-Wipe (I) Sequencing Pictures Mosaics and Patterns (TR) Motorized Tinkertoys (G) Parquetry and Patterns (PS), (MB), (TR) Part/Whole Lotto (MB) Parts/Wholes (TR) Peg-a-Pattern(L) Perception Skills Position Pairs (TR) Play and Learn (W) Play Scenes Lotto (MB) Puzzle Colors and Things (PS) Science Sequencing Cards (TR) Complex Changes Simple Changes I & II Scrabble (S&R) Scrabble Crossword/Dominoes (S&R) Scrabble Crossword Jr. (S&R) Scrabble Quip Qubes (S&R) Sequence Cards (LDA) Social Sequenteal Thinking I-V Slinky Towerifries (JI) Spill and Spell (PB)

Area: Object Assembly

Objective	Activity	Materials
The student will be able to assemble individual parts into a meaningful object or design.	Assembly of puzzles of shapes, objects and words.	Superfection (LS) Synmtrix (Rav.) Think of a Word (Rav.) Tinkertoys (G) Treasure Spell (LKP) U. S. Puzzle (MB) Whats Missing I & II (TR) Whats Wrong I & II (LDA) Whats Wrong Here I & II (TR) Wipe Off Cards (T) Pattern Repetitions Zoo Mix-Max (RB)

Area: Picture Arrangement

Objective	Activity	Materials
The student will be able to sequence visual materials into the correct order.	Arrangement of objects and visuals into a defensible order. Sequencing of various stimulus items, namely picture cards.	Allowance Game (MB) Attribute Puzzles (MB) Animal Families "Memory Match" (MB) Battleship (MB) Beads and Baubles (L) Beads and Patterns (MB) Big-Little Pegboard Set (L) Bombino Lotto (RB) Careers (PB) Chinese Checkers (MB) Chutes and Ladders (MB) Colorama (RB) Concentration (MB) Design Blocks and Patterns (I) Differix (RB) Dupl-C (K) Educational Password (MB) Electronic Battleship (MB) Fix-a-Clock (L) Fix-a-Word (L) Four First Games (RB) Game Maker (LKP) Game of the States (MB) Go to the Head of the Class (MB) Hi-Ho-Cherry-O (MB) Hi-Q (G) Hexeo (G) Husher-Du (LS) Intelliblocs (O) Junior Memory (RB) Kwazy Quilt (G) Lady Bug Dominoes (RB) Link Letters (MB)

Area: Picture Arrangement

Objective	Activity	Materials
The student will be able to sequence visual materials into the correct order.	Arrangement of objects and visuals into a defensible order. Sequencing of various stimulus items, namely picture cards.	Little Thinker Tapes (JE) Mark-in-Wipe (I) Sequencing Pictures Match-a-Batch (W) Merlin (PB) Misc. Puzzles (MB), (W), (AMER.) Monopoly (PB) Mosaus and Pattern Cards (TR) Motorized Tinkertoys (G) New Zoo Review (UGC) Nosey Neighbor Game (MB) Numbers-Up (MB) O'No 99 (IG) Operation (MB) Original Memory Match (MB) Parchesi (S&R) Paquentry Blocks and Patterns (PS), (MB), (TR) Password (MB) Pay Day (PB) Perfection (LS) Play and Learn (W) Puzzle Colors and Things (PS) Racko (MB) Science Sequencing Cards (TR) Simple Changes I & II Scrabble Crossword/Dominoes (S&R) Scrabble Quip Qubes (S&R) Sequential Thinking I-V (LDA) Signs Up (MB) Simon (MB) Slinky Towerifies (JI) Sneaky Snake (HGW) Social Sequences Cards (LDA)

Area: Picture Arrangement

Objective	Activity	Materials
The student will be able to sequence visual materials into the correct order.	Arrangement of objects and visuals into a defensible order. Sequencing of various stimulus items, namely picture cards.	Sorry (PB) Superfections (LS) Take 5 (G) Task Cards (WO) Think-a-bit Vocabulary Tens-a-Number Game (HGW) Think of a Word (RB) Tinkertoys (G) U. S. Puzzle (MB) Ungame (UGC) Wipe off cards (T) Pattern Repetition Wonderful Puzzle (APC) Word Rummy (G) Zoo-Mix-Max (RB) 114 Villa Brina (B)

Area: Picture Conpletion

Objective	Activity	Materials
The student will be visually able to identify relevant details and note their absence.	Match shapes and geometric designs. Recognize and discriminate among shapes, letters and numerals. Identify missing objects or parts in pictures.	Alph-a-Shape (L) Animal Families Memory Match (MB) Attribute Puzzles (MB) Beads and Baubles (L) Beads and Patterns (MB) Buzzy Bee Cards (SP) Candyland (MB) Chinese Checkers (MB) Circle of Numbers Colorama (RB) Design and Block Patterns (I) Differix (RB) Dominoes (WP) Dulp-C (K) Educational Password (MB) Fix-a-Word (L) Flip Book (T) Opposites Colors Sorting Giant Fish Cards (W) Go to the Head of the Class (MB) Hexeo (G) Hi-Q (G) Intelliblocks (O) Jumbo Old Maid Cards (MB) Junior Memory (RB) Krazy Quilt (G) Link Letters (MB) Living Parts/Wholes (TR) Magnetic Board, Letters, Numbers (FP) Mark-N-Wipe (I) Match-a-Batch (W)

Area: Picture Completion

Objective	Activity	Materials
The student will be visually able to identify relevant details and note their absence.	Match shapes and geometric designs. Recognize and discriminate among shapes, letters and numerals. Identify missing objects or parts in pictures.	Mosaics and Pattern Cards (TR) Motorized Tinkertoys (G) Original Memory Game (MB) Original Memory Match (MB) Parquetry Blocks and Patterns (MB), (TR), (PS) Parts/Wholes (TR) Parts/Wholes Lotto (MB) Password (MB) Perception Skills Position Pairs (TR) Perfection (LS) Picture Tri-Ominoes (P) Play and Learn (W) Play Scenes Lotto (MB) Point Blank (G) Puzzles (MB), (W) Puzzles Colors and Things (PS) Rubber Dominoes (L) Science Sequencing Cards (TR) Comples Changes Simple Changes Simple Changes II Scrabble (S&R) Scrabble Crossword/Dominoes (S&R) Sets and Symbols Games (TR) Sneaky Snake (HGW) Spill and Spell (PB) Stack-Ominoes (P) Superfection (LS) Symmetrix (Rev.) Task Cards (WO) Read to Reason Sport Scene Think-a-Bit Vocabulary

Area: Picture Completion

Objective	Activity	Materials
The student will be visually able to identify relevant details and note their absence.	Match shapes and geometric designs. Recognize and discriminate among shapes, letters and numerals. Identify missing objects or parts in pictures.	The Logical Choice, Sequencing Picture, Wipe Off Cards (T) Categorizing Pattern Repetition Word Scramble Word Search Thinking Skills Tinkertoys (G) Tri-Ominoes (PM) U. S. Puzzle (MB) Uno (IG) Whats Missing I & II (TR) Whats Wrong I & II (LDA) Whats Wrong Here I & II (TR) Wipe-Offs (I) Famous People Occupation Patriotic Space Wonderful Puzzle (Rav.) Word Rummy (G) Zoo Mix-Max (Rav.) 114 Villa Brima (B)

Area: Vocabulary

Objectives	Activity	Materials
The student will be able to define specific words and demonstrate a knowledge of their meaning through appropriate use.	Pesentation of language concepts through the use of objects, shapes and pictures. Preparation for naming and describing objects and actions.	Alike Because I & II (TR) Alphabet Flash Cards (W) Alphabet K-L (RF) Allowance Game (MB) Alph-a-space (L) Animal Families Memory Match (MB) Bombino Lotto (Rav.) Candyland (MB) Careers (PB) Colorama (Rav.) Concentration (MB) Crossword Wipe-Off (I) Famous People Occupations Patriotic Space Discs (T) Long Vowel Short Vowel Educational Password (MB) Electronic Battleship (MB) Family Feud (MB) Flip Book (T) Beginning Sounds Colors Opposites Sorting Finger Puppets (T) Animal Brigade Circus Time Once upon a Time Four First Games (Rav.) Game of the States (MB) Go to the Head of the Class (MB) Husher-Du (LS) Junior Memory (Rav.)

Area: Vocabulary

Objectives	Activity	Materials
The student will be able to define specific words and demonstrate a knowledge of their meaning through appropriate use.	Pesentation oflanguage concepts through the use of objects, shapes and pictures. Preparation for naming and describing objects and actions.	Little Thinker Tapes (JE) Match-Me (T) Opposites Monopoly (PB) Motorized Tinkertoys (G) Newberry Tapes (RH) New Zoo Review (UGC) Nosey Neighbors (MB) Original Memory Game (MB) Parts/Wholes (TR) Parts/Wholes Lotto (MB) Password (MB) Pay Day (PB) Play Scenes Lotto (MB) Presidents of the U..S. (Edi-Cards) Science Sequencing Cards (TR) Scrabble (S&R) Scrabble Crossword Dominoes (S&R) Scrabble Crossword Jr. (S&R) Sequence Cards (LDA) Social Sequental Thinking Sets 1-5 (LDA) Sequencing K-L (LDA) Signs Up (PB) Simple Changes (TR) Simple Changes II Complex Changes Sets and Symbols (TR) Speak and Read (TI) Speak and Spell (TI) Spill and Spell (PB) Sorry (PB) Symmetris (Rav.)

Area: Vocabulary

Objectivies	Activity	Materials
The student will be able to define specific words and demonstrate a knowledge of their meaning through appropriate use.	Pesentation of language concepts through the use of objects, shapes and pictures. Preparation for naming and describing objects and actions.	Task Cards (WO) Read to Reason Sports Scene Think-a-Bit Vocabulary Tic-Tac-Dough (I) Tinkertoys (G) The Logical Choice (I) Sequencing Pictures The Original Memory Match (MB) Think of a Word (Rav.) Topple (K) Treasure Spell (LK) Up the Creek (HGW) Ungame (UGC) United States Puzzle (MB) Whats Happening I & II (TR) Whats Missing I & II (TR) Whats Wrong I & II (LDA) Whats Wrong Here I & II (TR) Wild Life Lotto (JWS) Wipe-Off (TM) Beginning Consonants Long Vowels Phonics Flash Cards Reading Comprehension 1, 2 & 3 Rhyming Families Wooden Puzzle (J) Fairy Tales Fruits Zoo Animals Word Rummy (G)

B. Manufacturers of Materials used in Project

America Inc. (AI)
American Publishing Corp. (APC)
Brima (B)
Creative Teaching Press, Inc. (CTP)
Edu-Cards Corp. (Edu-CC)
Elsenvier-Dalton Publishing (E-D Pub.)
Fisher Price (FP)
Gaberiel (G)
General Electric (GE)
Gordon Brothers (GB)
House of Games Waddintgons (HGW)
Ideal (I)
International Games Inc. (IG)
James Industries (JI)
Jerome Enterprises (JE)
Judy (J)
Kenner (K)
Dupl-C (D-C)
Lakeside (LS)
Lauri (L)
Learning Development Aids (LDA)
Little Kenny Publications (LKP)
Milton Bradley (MB)
Ohio Arts (OA)
Orda (O)
Parker Brothers (PB)
Playskool (PS)
Pressman (PM)
Random House (RH)
Ravensburger (Rav.)
Selchow & Righter (S&R)
St. Regis (SR)
J. W. Spears (JWS)

Standard Publishing Co. (SPC)
Stevens Mfg. (SM)
Synergistics Research Corp. (SRC)
Taskmaster (TM)
Teaching Resources (TR)
Texas Instruments (TI)
The Making People Happy People (MPHP)
Made in Tiawan
Trend (T)
The Ungame Co. (UGC)
Warren (W)
Western Publishing Co., Inc. (WPC)
Whitman (WHIT.)
Wise Owl Publication (WOP)